DOCUMENT RESUME

ED 371 740 IR 054 999

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TITLE An Evaluation of Library Services for Spanish-Speaking Communities in Selected Western Public Libraries.
PUB DATE Dec 93
NOTE 72p.; Prepared in fulfillment of the requirements for LIBS 571, Northern Illinois University.
PUB TYPE Dissertations/Theses - Undetermined (040) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Library Collections; *Library Services; Library Surveys; *Minority Groups; Outreach Programs; Program Evaluation; *Public Libraries; Questionnaires; *Spanish Speaking; *User Needs (Information); Users (Information)
IDENTIFIERS American Library Association; Arizona; Colorado; Library Public Services; New Mexico; *United States (West); Utah

ABSTRACT

To ascertain whether libraries are providing materials, services, and programs to their Spanish-speaking communities, a 26-item questionnaire was mailed to 37 public library directors in Arizona, Colorado, New Mexico, and Utah. Thirty-one completed questionnaires were returned, yielding a response rate of 81%. The majority of libraries were found to be providing materials, services, or programs to some degree, as well as some Spanish language reference service. They also conducted community needs assessments, had identification aids to access Spanish collections, made efforts to attract nonusers, worked with community organizations, utilized resource sharing, and made efforts to recruit bilingual staff. Libraries were found to be lacking in the provision of printed forms in Spanish, bilingual staff at service desks on a consistent basis, additional salary for bilingual staff, bibliographical instruction in Spanish, and library decor which reflects the cultures of Spanish-speaking groups. A summary of questionnaire responses is included in the appendix. (Contains 44 references.) (Author/JLB)

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NORTHERN ILLINOIS UNIVERSITY
DEPARTMENT OF LIBRARY AND INFORMATION STUDIES

AN EVALUATION OF LIBRARY SERVICES FOR SPANISH-SPEAKING COMMUNITIES IN SELECTED WESTERN PUBLIC LIBRARIES

by

Josie Fania

A Report Prepared Under the Direction of
Professor Patricia Cannon
In Fulfillment of the Requirements
for LIBS 571

IR054999

DeKalb, Illinois
December, 1993

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ABSTRACT

To ascertain whether libraries are providing materials, services, and programs to their Spanish-speaking communities, a 26 item questionnaire was mailed to 37 public library directors in Arizona, Colorado, New Mexico, and Utah. Thirty-one completed questionnaires were returned, yielding a response rate of 81%. The majority of libraries were found to be providing materials, services, or programs to some degree, as well as some Spanish language reference service. They also conducted community needs assessments, had identification aids to access Spanish collections, made efforts to attract nonusers, worked with community organizations, utilized resource sharing, and made efforts to recruit bilingual staff. Libraries were found to be lacking in the provision of printed forms in Spanish, bilingual staff at service desks on a consistent basis, additional salary for bilingual staff, bibliographical instruction in Spanish, and library decor which reflects the cultures of Spanish-speaking groups.

RESEARCH TOPIC AND BACKGROUND

The 1990 census indicates that American demographics are changing rapidly and present new challenges to libraries in providing services to diverse multicultural groups (Quezada 1992). By the year 2020, the number of non-white or Hispanic U.S. residents is projected to more than double to 115 million, while the white population will not be increasing at all (Henry 1990). In California alone, more than 52% of the population will be Hispanic, Native American, African-American or Asian American. White students already are a minority and Hispanics account for 31.4% of all public school enrollment in that state. In many communities throughout the United States, the term "ethnic and racial minorities" is being replaced by the term "emerging majorities" (Quezada 1992).

Yolanda Cuesta (1990) reported that numbers have tripled in the past 30 years--the growth exceeding any other ethnic or racial group in the United States. Between 1980 and 1988, the Hispanic population in the United States increased approximately 34% (Henry 1990). The 1990 census reported the number as 22,354,000, and by the year 2010 it is expected to reach 39.5 million, according to Shelley Quezada (1992). If the current rate continues, Cuesta noted that Hispanics will become the largest minority population in the country.

She further added that these growth trends are beginning to show a change in pattern of concentration, indicating an increasing dispersion nationwide. Although this group is united by a common language, it is divided by geography,

country of origin, class, and time and reasons for arrival. The Spanish-speaking as a group are referred to as Latinos, Hispanos and Spanish-Americans, to name a few (Cuesta and Tarin 1978). The Census Bureau defines "Hispanics" as "persons who reported themselves as Mexican-American, Chicano, Mexican, Puerto Rican, Cuban, Central or South American or [of] other Hispanic origin" (U.S. Bureau of the Census 1991). The term "Latino" seems to be preferred by some groups (Estrada 1990) and it has been utilized to some degree in the literature.

In recent years, libraries have addressed the issues of "multiculturalism" and "cultural diversity" (Fish 1992). There has been a movement in professional and government agencies to increase library services in order to meet the needs of multiethnic communities. The following approaches have been initiated: (1) the Ethnic Materials Information Exchange Round Table (EMIERT) was formed to discuss the delivery of library materials in English and other languages; (2) members of REFORMA (National Association to Promote Library Services to the Spanish-Speaking) developed "Guidelines for Library Services to the Spanish-Speaking," which were adopted by the American Library Association (ALA); (3) the ALA published a report which provides an overview of conference programs and projects which focus on minority and multilingual activities; and (4) the Department of Education, Library Programs unit of the Office of Education Research and Improvement has provided funding through the Library Services

and Construction Act (LSCA). It has been shown, however, that these efforts have not reached many local libraries in ways in which they can make a meaningful difference (Quezada 1992).

California is leading in the country's changing majority and serves as an eye opening example. The state is gearing up for the year 2000 when ethnic minorities will become half of its population. Efforts are underway to try to bring library service to ethnic groups up to the state standards for the white majority. Although it faces the greatest challenge, California is not alone in meeting these types of needs (Berry 1991).

If it is the mission of the public library to provide equal access to all individuals, then it must adapt to meet this growing diversity. It is necessary for libraries to determine what ethnic diversity means to each of them as individual institutions. This will depend on socioeconomic characteristics, cultural traditions, desire for cultural identity, and language proficiency of the particular group a library serves (Payne 1988).

In a time of shrinking resources and increasing demands, libraries are placed in the position of choosing between expanding services and collections into these new and needed areas, or limiting their basic resources in order to expand such services (Fish 1992). Even though funding is a salient issue for most libraries, the survival of libraries depends equally on the issue of becoming an essential institution for this "emerging majority." As this is a time of great ethnic

and racial change, it is crucial that the library profession respond to this change in order to provide equitable and quality service (Kravitz, Davis, and Sykes 1991).

This study examined the extent to which public libraries are providing services to Spanish-speaking groups within their communities, and where they fall short of accomplishing these tasks.

DEFINING THE PROBLEM

The provision of library services to Spanish-speaking communities may be a complex undertaking due to factors such as nationality, regional differences, and culture. Further, significant linguistic and cultural varieties of Spanish spoken by Mexican, Puerto Rican, Cuban, and other groups exist. In 1988, the Library Services to the Spanish-Speaking, Reference and Adult Services Division (RASD) of the ALA adopted a set of guidelines to assist libraries in recognizing and adequately responding to these differences (American Library Association 1988). These guidelines provided a general framework in the development of the following research questions.

General Research Question

1. Are public libraries providing services for the Spanish-speaking groups within the communities they serve?

Specific Research Questions

1. Do materials in public libraries reflect the diverse needs of their Spanish-speaking communities in relevancy and language, and in a variety of formats?
2. Are Spanish language materials physically and bibliographically accessible?
3. Is programming and outreach utilized to attract and meet the needs of Spanish-speaking communities?
4. In the development of programming, are different cultures considered, and is intercultural cooperation and communication among community groups promoted?
5. How is the choice of language selected for programming and services?
6. Are reference services and bibliographic instruction available in Spanish?
7. Are community needs analyses and assessment implemented, and does the library cooperate with community organizations in promoting programs?
8. Are public libraries using cooperative efforts to share resources in order to serve the Spanish-speaking population?
9. Are efforts made to recruit bilingual/bicultural professional and support staff, and are these staff adequately compensated if their jobs require knowledge of Spanish?

10. Are staff development opportunities, which would assist in the provision of services and programs for the Spanish-speaking population, available for professional and support staff?

11. Are library buildings, through location or appearance, an attraction rather than a barrier to members of the Hispanic/Latino community?

In answering these questions, this study attempted to determine whether or not and to what extent public libraries are conforming to the ALA guidelines for the provision of library services to Spanish-speaking groups. Outcomes are discussed in terms of limitations imposed by the research design which was utilized.

REVIEW OF THE LITERATURE

A number of public libraries which have implemented services to meet the needs of their Spanish-speaking communities are documented in the literature. Among them are: the Brooklyn Public Library (Malus 1981), the El Paso Public Library (Caballero 1978; Stansfield 1988), the Houston Public Library (Masling 1984), the Miami-Dade Public Library System (Godoy 1978), the St. Louis Public Library (Mulroy 1990), and the SLURP (Suburban Libraries United for Regional Planning) Program, outside of Chicago (Ardito-Kirkland 1978).

One unique Spanish language center at the Brooklyn Public Library called "El Centro Hispano de Información," may be viewed as a model program in that it utilizes varied and unusual approaches in the provision of its services (Malus

1981). The Center offers bilingual programs, workshops, films, a referral and information service, and recreational programs. Juvenile and adult materials are shelved together, so that adults who want to improve their English reading abilities using a simple vocabulary have an advantage. Bilingual and bicultural staff translate subject headings for catalog cards into Spanish, and have created a bilingual subject file. These staff also assist the community in coping with differences among Hispanic groups that are traditionally competitive. Outreach services involve staff going into the immediate community to post announcements of programs or participate in events such as senior citizen fairs.

An investigation assessing Latino communication patterns was conducted by Daniel Flores Durán (1977), who found that even though the Latinos in his study had a speaking and reading knowledge of English, they preferred to conduct their communication activities in Spanish. His findings indicate the importance of a style of public library service which stresses interaction with Latinos and Latino groups at the immediate and local level.

During the late 1960s, Robert Haro (1970) conducted a survey to ascertain how Mexican-Americans view libraries. As in Durán's study, he found that this group preferred to use libraries where Spanish is spoken and where Hispanic materials were available to them. Most of the individuals perceived libraries indifferently, displayed a mistrust and misunderstanding concerning libraries, and seldom frequented

them. Few of this group understood the role of the public library and what it could offer.

An investigation conducted by the San Bernardino Public Library in California supported the fact that Mexican-Americans are without a tradition of public library service. The researchers, Michael Gonzalez, Bill Greeley, and Stephen Whitney (1980), explain that library service in Mexico, Central and South America has been restricted to the elite and upper class, and that public libraries as free sources of information and materials may be an unfamiliar and meaningless concept in the Spanish-speaking community. As supported in Haro's investigation, this group also demonstrated a need for cultural reinforcement.

Yolanda Cuesta and Patricia Tarin (1978) maintain that although an indifference to libraries has been shown in the literature, they stress that it is not due to a lack of interest, but rather to the misunderstanding of how libraries function, and a mistrust and uneasiness about what to expect from them. Overáll, these studies indicate a need for the inclusion of programming and outreach efforts when considering services to the Spanish-speaking community.

In a California study to address library service to ethnic communities (Payne 1988), barriers which prevented ethnic groups from realizing the benefits of library service were identified. One of the barriers proved to be a lack of adequate collections; however, the most important was that many libraries present their services and information in a way

which makes it difficult for inexperienced users to find what they want and gain the full benefits of library use. Those without cultural traditions for library use were particularly affected by this access barrier.

In an historical and descriptive study of library services to Mexican-Americans and Native Americans in Arizona, Bee Gallegos and Lisa Kammerlocher (1991) found a scarcity of free public library service to these groups, and that the strong oral traditions of both groups has negatively affected their perception of libraries. Further, these groups have felt uncomfortable and unwelcome in an Anglo institution with its austere appearance, strict policies, and primarily English materials. The absence of an ethnic voice in the assessment of their library needs also discouraged them from using libraries where they had minimal access to materials reflective of their heritage or native language. Libraries in the study failed to market available program services targeted to these groups, and have lacked multilingual and multicultural staff.

In 1990 Elaine Potter, as part of a master's paper, conducted a mail survey of 71 public libraries in the Southwestern region of the United States. The libraries surveyed were shown to use a variety of selection methods to choose Spanish language materials, and almost all persons responsible for the selection of these materials were of professional library status. Few selectors, however, were native or fluent Spanish speakers.

Some factors for poor library services to the Hispanic community have been identified as: a limited understanding of the local Hispanic community, inadequate library collections and services, and ineffective staffing patterns and improper use of library workers (Argandoña and Haro 1977).

Haro (1981) maintains that meaningful library services are determined by the appropriateness of materials to the target client group, format and language, current and retrospective works, and the access routes to pertinent information. He states that an essential aspect of the evaluation process is the adequate identification, analysis, and coordination of the information needs of the community. Further, library materials should be appropriate to the ethnic subgroup (e.g., Cuban, Puerto Rican, etc.). Also, services which include staff who are not bilingual or sensitive to Spanish-speaking library patrons may have a negative influence on library use. He contends that too many librarians and administrators disregard the fact that Hispanics may accept methods of information delivery only if they are applicable to their habits, culture, language preference, etc.

A document which provides librarians with guidance in the evaluation and assessment of ethnic library collections and services was prepared by the California Ethnic Services Task Force (Bareno et al. 1979). It states that in order to determine how well a program is aimed at the Hispanic community to accomplish its purposes, reliable subjective expertise and objective evidence on operational behavior and

outcomes should be utilized. The authors address factors of assessment, evaluation, measurement devices, program planning, and long term strategies for the development of collections and services. They point out that all evaluation methods have limitations and weaknesses, but they do improve rational decision-making in library programs geared to the needs of Hispanic Americans.

TERMINOLOGY

There is much debate over which term is preferable to use in describing the Spanish-speaking population. Some authors (Durán 1977; Haro 1981) describe terms which have been utilized based on geographic location, time of arrival in this country, and various ethnic factors.

Many of the national origin groups within this population share certain similarities; however, many significant differences exist (Skerry 1992). Cuesta and Tarin (1978) maintain that the choice of which particular term is appropriate for use with any specific community group should be determined by that group. Local preference, political inclinations and tradition may all contribute to the selection of a term used in a given area, and it is not uncommon for more than one term to be used concurrently. They advise that those working with the Spanish-speaking should know their clientele sufficiently well to avoid using inappropriate terminology.

The American Library Association (1988) has chosen to use the term "Hispanic" for this target population, in forming its

"Guidelines for Library Services to Hispanics," as this is the term which has been used by the U.S. Bureau of the Census (1991). However, only 8% of "Hispanics" use this label to identify themselves (Skerry 1992).

This study used the term "Spanish-speaking" as it is general in nature and carries no political connotations, and also followed the lead of the Washington-based advocacy group, The National Council of La Raza, by using the two terms "Hispanic" and "Latino" interchangeably.

RESEARCH DESIGN

In order to assess whether public libraries are providing services to their Spanish-speaking communities, data were obtained from a selected sample population and a survey research method was utilized. A series of questions were developed to determine whether public libraries are conforming to a number of specific recommendations outlined in the document "Guidelines for Library Services to Hispanics" (American Library Association 1988).

Regionally, 45% of the nation's Hispanics live in the West, compared with 21% of the total U. S. population (Where U.S. Hispanics live 1992). Much of the literature regarding services to this group has described programs and studies in specific geographical locations (e.g. New York, Florida, Texas, Illinois, and California). Few studies have been implemented in Western states such as Arizona, Colorado, New Mexico and Utah, where ethnic groups are mainly of Mexican descent (Potter 1990). Therefore, in order to survey public

libraries serving a homogeneous Hispanic population in a region where a sufficient number of libraries could be located with significant Hispanic populations, this study focused on the states of Arizona, Colorado, New Mexico, and Utah.

It was the intent of the study to choose a sample of public libraries where the probability of the provision of services to Latino populations exists. The ALA does not provide recommendations for determining at which point a public library should begin to provide services to the Spanish-speaking in their communities. Therefore, an informal survey of professional librarians (Peters 1993; Thomas 1993; Cannon 1993) and an interview with the Director (Hansen 1993) of the RASD Committee which produced the document "Guidelines for Library Services to Hispanics," were conducted. The general consensus of those interviewed was that when the Hispanic population of a city or town is at 10%, there would exist a likelihood that the library would or should provide, or begin to provide these services to some degree.

However, the total population of a city or town must also be taken into account. For example, a total population of 2,000 might constitute a very small public library with perhaps very limited funding and would most likely not possess the resources to provide special services to a segment of the community. Small towns such as these may provide some service to their Hispanic populations through cooperative efforts within their library systems (Hansen 1993).

significant (in both total and Hispanic populations) cities (Colorado Springs, Lakewood and Security, Colorado; Salt Lake City, Utah), thereby assuring a more representative sample. Therefore, this study surveyed public libraries in cities and towns with total populations of 25,000 or more, and Hispanic populations of 9% or greater, in the states of Arizona, Colorado, New Mexico, and Utah.

City population information was obtained from The 1990 Census of Housing: General Housing Characteristics (U.S. Bureau of the Census 1992a-d) for each state. Cities and towns were then cross checked for listings in the American Library Directory 1992-93 (1992), and library director names and addresses were obtained. In the instances where public libraries serve entire counties, census information was evaluated for relevance and inclusion.

A letter explaining the purpose of the study and the survey, was mailed with a stamped self-addressed envelope to 37 public library directors. Respondents were requested to return the questionnaires in two weeks. Follow-up letters and questionnaires were mailed to those libraries which had not responded within that time. The survey instrument, introductory and follow-up letters may be found in Appendices A through C respectively.

METHODS

The survey instrument was comprised of 25 multiple choice questions and one open-ended question. For the majority of questions, multiple responses were acceptable. Some questions

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The survey instrument was comprised of 25 multiple choice questions and one open-ended question. For the majority of questions, multiple responses were acceptable. Some questions were precoded with numerical codes for each category and space was allowed after each question for "other, please specify" responses, or general comments.

Upon their return, surveys were examined, responses were postcoded, and open-ended responses and comments were summarized. New categories were developed for "other, please specify" responses which approached the frequencies of precoded categories. These questions and their new categories are as follows: Question #6--2-3 years, 4-5 years, other; Question #10--computerized aids, signage; Question #11--storytimes; Question #13--word of mouth; Question #19--Spanish as a second language; Question #20--some of the time, most of the time, varies; Question #22--as needed; Question #23--some of the time, most of the time, varies.

Question #12, an open-ended question which asked "How is the language used for programming determined?" yielded the following: 16 libraries (53.33%) did not respond to the question; 12 libraries (40%) responded incorrectly, and 2 libraries (6.66%) responded correctly. Therefore, the data from this question were not used in reporting the results of this survey.

Thirty-seven letters and questionnaires were mailed to public library directors, and 32 were returned. Two of the

surveys returned were not completed by the respondents, who felt their participation would not be appropriate to the study. One survey was returned too late, after data analysis had begun, and it was not utilized in reporting results. Therefore, data for this study were obtained from 30 surveys, yielding a response rate of 81%. Data analysis was carried out utilizing The Student Edition of Minitab Release 8 statistical software (Schaefer and Farber 1992). Appendix D provides a summary of responses in terms of percentages and numbers for each of the survey questions.

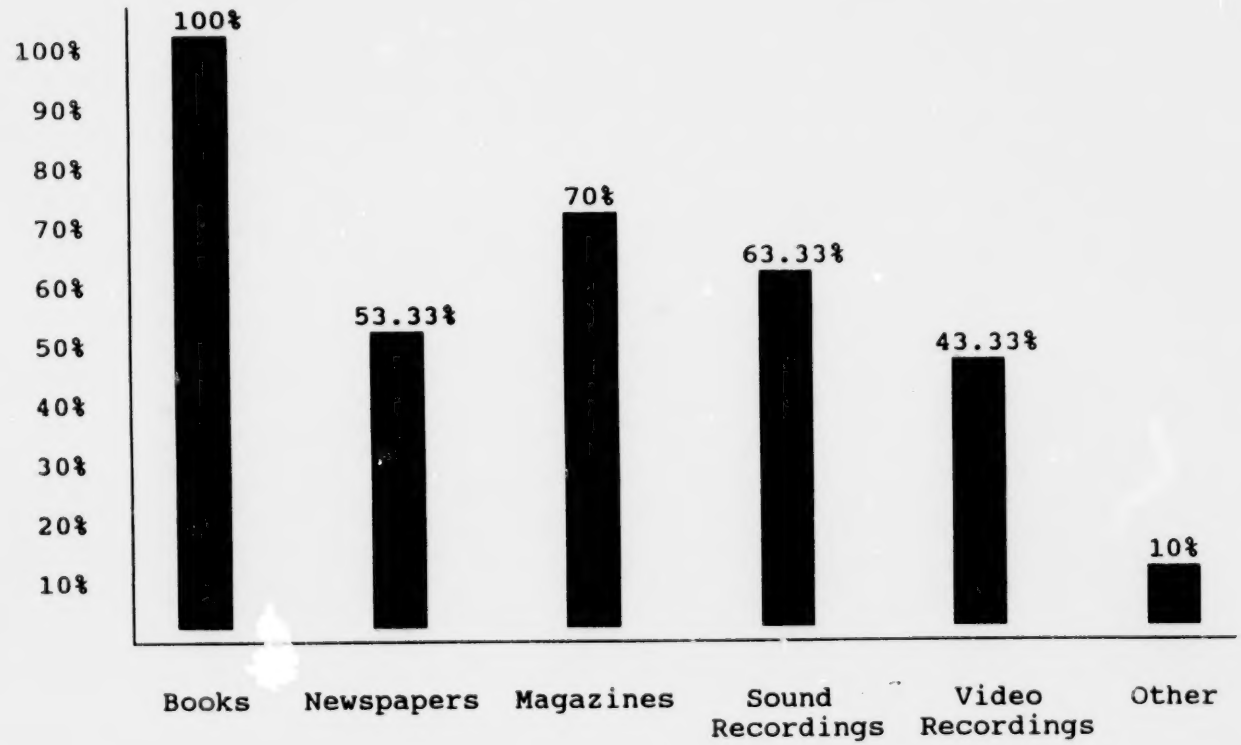
RESULTS

All 30 libraries (100%) which returned completed questionnaires reported that they contained materials (English, Spanish, or bilingual) for both Spanish-speaking adults and children in their communities. When asked what approximate percentage of their libraries' collections were geared for Spanish-speaking groups, 19 libraries (63.33%) indicated less than 5%, and 11 (36.67%) indicated 6% to 25%. When responding to the question asking what approximate percentage of their materials were written or produced in Spanish, 23 libraries (76.67%) said less than 5%, 6 (20%) reported 6% to 25%, and 1 library (3.33%) reported over 50%.

As depicted in Figure 1, formats of materials represented in Spanish language collections were reported by libraries as follows: books, 30 libraries (100%); newspapers, 16 libraries (53.33%); magazines, 21 libraries (70%); sound recordings, 19 libraries (63.33%); and video recordings, 13 libraries

FIGURE 1

Formats Represented in Spanish Language Collections



21

(43.33%). Three of the libraries (10%), reported having "other" formats. These included fotonovelas and telephone storytimes.

Twenty-eight libraries responded to the question asking which ethnic groups which were represented in their Spanish collections (English, Spanish or bilingual materials), and the responses were reported by libraries as follows: Cuban, 8 libraries (28.57%); Latin American, 17 libraries (60.71%); Mexican, 26 libraries (92.86%); Puerto Rican, 8 libraries (28.57%); and Spanish (European), 17 libraries (60.71%). Two libraries (7.14%) reported having materials for "other" ethnic groups, which included Chicano literature.

Of the 29 libraries that responded to the question addressing community needs assessments, 3 libraries (10.34%) reported that they conducted these assessments every year, 4 (13.79%) said every 2-3 years, 7 (24.14%) said every 4-5 years, and 11 (37.93%) reported "other". Those libraries reporting "other," included responses such as conducting assessments on an irregular basis, being in the process of doing a first assessment, and conducting a limited survey for a grant. Four libraries (13.79%) responded "not applicable," indicating they did not conduct community needs assessments.

When asked what approximate percentage of the libraries' budgets were targeted for materials and services for the Spanish-speaking population, 25 libraries (83.33%) reported less than 5%, and 5 libraries (16.67%) reported between 6% and 25%.

In addressing the manner in which libraries physically housed their Spanish collections, 14 libraries (46.67%) said they were housed in a separate collection, 3 libraries (10%) integrated Spanish collection materials into the whole collection, while 13 (43.33%) said their Spanish materials were housed in both separate and integrated collections.

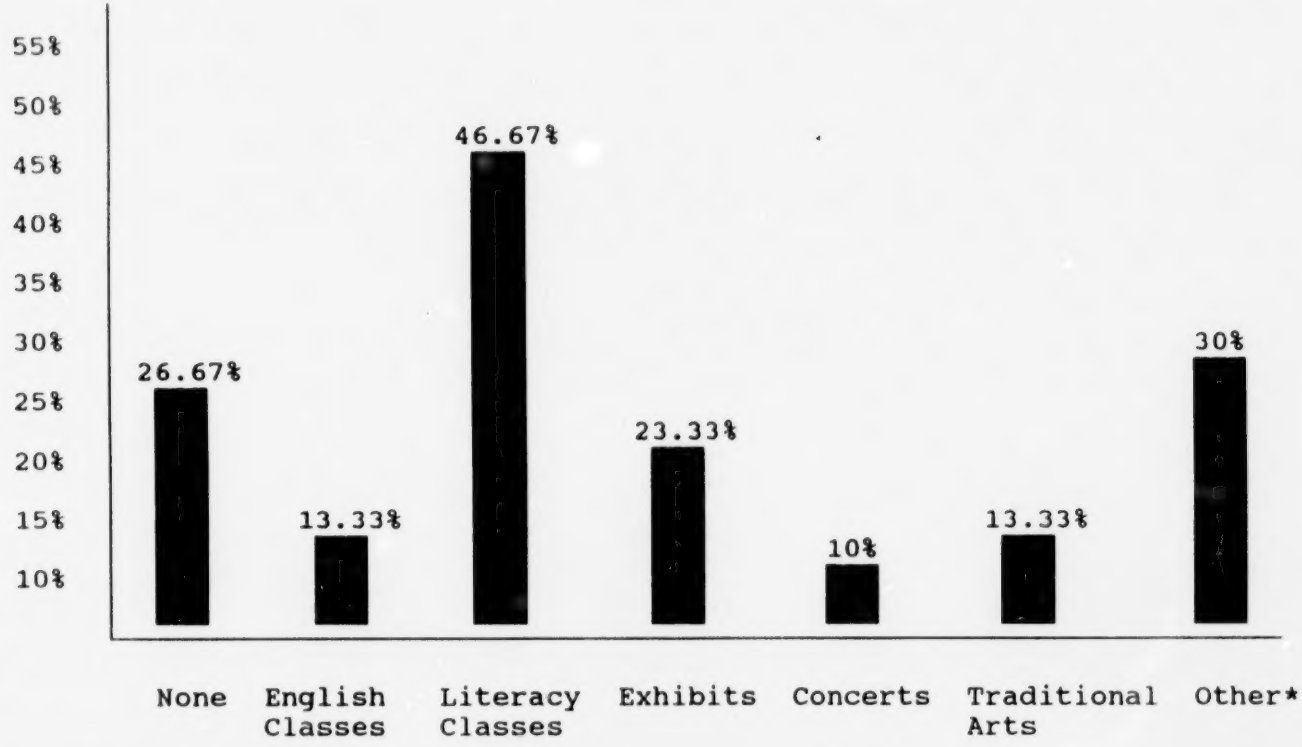
When asked how subject headings for Spanish collections (English, Spanish, or bilingual materials) were displayed in catalogs, 13 libraries (43.33%) revealed they displayed these subject headings in English, and 17 libraries (56.67%) had both English and Spanish subject headings.

Types of identification aids utilized by libraries to assist in accessing Spanish collections were: 10 libraries (33.33%) reported having English bibliography lists; 12 (40%) had Spanish bibliography lists; while 3 libraries (10%) utilized English bibliographical instruction sheets; and 3 (10%) had Spanish bibliographical instruction sheets. Eleven libraries (36.67%) reported having "other" identification aids, which included 5 libraries (16.67%) having computerized aids, and 4 (13.33%) having signage. Nine libraries (30%) indicated they did not provide any identification aids to assist in accessing their Spanish collections by answering "not applicable."

As shown in Figure 2, the kinds of programs or activities provided by libraries for Spanish-speaking populations were: 4 libraries (13.33%) provided English classes, 14 (46.67%) provided literacy classes, 7 (23.33%) provided exhibitions, 3

FIGURE 2

Programs and Activities Provided by Libraries for Spanish-speaking Patrons



*Includes 23.33% Storytimes

(10%) provided ethnic music concerts, and 4 (13.33%) utilized demonstrations of traditional arts. Nine libraries (30%) reported having "other" programs or activities, which included 7 libraries (23.33%) providing storytimes. Other responses included providing ethnic celebrations, and supporting other community groups with literacy programs and other activities. Eight libraries (26.67%) responded "not applicable" to this question, indicating they did not provide programs or activities for their Spanish-speaking populations.

Twenty-nine libraries responded when asked about methods they used to attract nonusers within their Spanish-speaking communities; 8 libraries (27.59%) said they used radio, 2 (6.90%) used television, 9 (31.03%) utilized newspapers, 12 (41.38%) used community flyers, and 8 (27.59%) reported using "other" means. These included 3 (10.34%) using "word of mouth," and 2 (6.90%) using contact with schools. Other responses included the use of bookmobiles, a quarterly brochure, and participation in community groups. Seven libraries (24.14%) did not engage in any methods to attract nonusers in the Spanish-speaking community.

When asked about community organizations within the Spanish-speaking community with which libraries worked to promote programs and services, responses showed that 6 libraries (20%) worked with churches, 18 libraries (60%) worked with schools, 16 (53.33%) worked with civic organizations, and 8 (26.67%) worked with day care organizations. Seven (23.33%) libraries reported working with

"other" organizations which included public health and housing agencies, literacy groups, a mining company, cultural groups, senior citizen centers, Hispanic Chambers of Commerce, and Headstarts. Six libraries (20%) answered "not applicable," indicating they did not work with community organizations to promote programs and services.

Fifteen libraries (50%) reported that they engaged in promoting communication or cooperation among multiple cultures in the community. Some of these activities included: attending meetings with ethnic leaders, forming a support group in the Spanish-speaking community for ordering materials and getting word of new acquisitions, outreach to Pueblo Indian Headstarts, active involvement in Hispanic organizations, application for a grant to provide outreach to migrant workers, participation in cultural fairs, and hosting ethnic groups in the library.

Twenty-five libraries (83.33%) related that they used interlibrary loan as a method of engaging in resource sharing to serve Spanish-speaking groups. Comments included utilizing teacher collections and long term deposits for resource sharing. Five libraries (16.67%) indicated they did not engage in any type of resource sharing to serve Spanish-speaking community members.

Of the 29 libraries that responded to the question asking if they recruit bilingual/bicultural staff to provide services to their Spanish-speaking patrons, 19 libraries (65.52%) reported recruiting bilingual/bicultural professional staff,

and 21 libraries (72.41%) said they recruited bilingual/bicultural support staff to provide such services. Eight libraries (27.59) did not recruit either bilingual/bicultural professional or support staff to provide services to Spanish-speaking patrons. Of the 22 libraries which did recruit either bilingual/bicultural professional or support staff, 1 library (4.55%) provided additional salary to those whose work required knowledge of Spanish, while 21 libraries (95.45%) did not provide additional income.

When asked if libraries provided development opportunities to assist staff members in the provision of services to Spanish-speaking patrons, 28 libraries responded: 1 library (3.57%) reported providing English as a second language, 9 libraries (32.14%) provided training in the acquisition of Spanish language materials, and 3 (10.71%) offered "other" opportunities. These included 2 libraries (7.14%) providing Spanish as a second language training. No libraries provided training in citizenship requirements, and 17 libraries (60.71%) did not provide any development opportunities for staff to assist in the provision of these services to Spanish-speaking patrons.

The availability of Spanish-speaking staff for reference services was reported by 7 libraries (23.33%) as being "all hours the library is open," by 1 library (3.33%) as "some of the time," by 5 libraries (16.67%) as "most of the time," and by 8 libraries (26.67%) that the availability of services "varied." Seven libraries (23.33%) responded that they did not

have Spanish-speaking staff available for reference services at all in their libraries.

Of the 23 libraries that had Spanish-speaking staff available for reference services, 16 (69.56%) responded that staff members who provided reference services in Spanish were professional librarians, while in 7 libraries (30.43%) non-professional staff members provided reference services in Spanish.

Twenty-nine libraries responded to the question addressing bibliographic instruction. One library (3.45%) responded that it provided bibliographic instruction in Spanish every time a session was held, and 6 libraries (20.69%) said that they offered it on an as needed basis. Two libraries (6.90%) responded "other," which included "some of the time," and "most of the time." Twenty libraries (68.97%) did not provide bibliographic instruction in Spanish at all.

When asked how often Spanish-speaking support staff were available at service desks, 11 libraries (36.67%) reported they provided this service "all hours the library is open," one library (3.33%) said "some of the time," 2 (6.67%) responded "most of the time," and 11 libraries (36.67%) said the time Spanish-speaking staff were at service desks "varies." Four libraries (13.33%) did not have Spanish-speaking support staff available at service desks, as they responded "not applicable" to this question.

When asked what kind of bilingual or Spanish signs are displayed by libraries, 3 (10%) libraries said they provided

such signs at service desks, 14 (46.67%) had these signs for the Spanish language collection, 2 (6.67%) had them for the rest rooms, 1 (3.33%) had them outside of the library building, and 1 library (3.33%) displayed all its signs in a bilingual format. Thirteen libraries (43.33%) did not display any bilingual or Spanish signs.

Libraries which utilized printed forms in Spanish were as follows: 8 libraries (26.67%) provided registration forms, 3 (10%) utilized overdue notices, and 4 (13.33%) had "other" forms available, such as informational brochures which contained rules, regulations, privileges, and information on services and programs. Twenty-one libraries (70%), however, did not make forms in Spanish available to their patrons.

Finally, only 8 libraries (26.67%) responded that their library decor reflected cultures of the Spanish-speaking community, in the form of murals, architecture, displays, and Southwestern decor.

Chi-square analyses were conducted to determine if any relationships existed among the variables represented by survey questions. The percentage of the library's budget targeted for materials and services for the Spanish-speaking population (Question #7) was crosstabulated with the percentage of the library's collection (English, Spanish, bilingual) geared for Spanish-speaking-groups (Question #2), and a significant relationship was found ($p < .04$), as depicted in Table 1. The percentage of the library's budget targeted for materials and services for the Spanish-speaking

TABLE 1

BUDGET COMPARED TO COLLECTION

Percentage of Collection (English, Spanish, Bilingual) Geared for Spanish-speaking Groups	Percentage of Budget Targeted for Spanish-Speaking Populations: Less than 5%	Percentage of Budget Targeted for Spanish-Speaking Populations: 6% - 25%
Less than 5%	60% (18)	3.33% (1)
6% - 25%	23.33% (7)	13.33% (4)

Chi-square = 4.852 $p < .04$

d.f. = 1 N = 30

population (Question #7) was also crosstabulated with the approximate percentage of the library's material written or produced in Spanish (Question #3), and a highly significant relationship was demonstrated ($p < .01$) as shown in Table 2.

Significant relationships were also observed when the percentage of budget targeted for the Spanish-speaking population (Question #7) was crosstabulated with Spanish language newspapers (Question #4, $p < .05$); the provision of English classes for the Spanish-speaking population (Question #11, $p < .001$); the provision of exhibitions (Question #11, $p < .05$); and library decor which reflects cultures of the Spanish-speaking community (Question #26, $p < .01$).

When the percentage of the library's collection geared for the Spanish-speaking population (Question #2) was crosstabulated with the approximate percentage of the library's materials written or produced in Spanish (Question #3), a highly significant relationship was observed ($p < .01$).

ANALYSIS AND DISCUSSION

The purpose of this study was to ascertain whether public libraries are providing services for the Spanish-speaking communities they serve. Overall, all of the libraries surveyed seem to be providing some type of services or materials for these groups. However, in order to determine to what extent this is being accomplished, it is necessary to address the individual services, programs, and materials libraries are providing.

TABLE 2

BUDGET COMPARED TO SPANISH LANGUAGE MATERIALS

Percentage of Material Written or Produced in Spanish	Percentage of Budget Targeted for Spanish-Speaking Populations: Less than 5%	6% - 25%
Less than 5%	73.33% (22)	3.33% (1)
6% - 25%	10% (3)	10% (3)
Over 50%	0	3.33% (1)

Chi-square = 12.31 $p < .01$

d.f. = 2 N = 30

All 30 libraries which responded to the survey indicated that they provide materials (English, Spanish, or bilingual) for both Spanish-speaking adults and children in their communities. Well over half (63.33%) reported that the approximate percentage of their libraries' overall collections (English, Spanish, or bilingual) which was geared for Spanish-speaking groups fell below 5%, while the remainder (36.67%) said these materials comprised from 6-25% of their overall collections. Similarly, more than three-fourths (83.33%) of the libraries said the approximate percentage of their budgets which was targeted for materials and services for Spanish-speaking populations fell below 5%, with the remaining (16.67%) libraries reporting from 6-25%. It is important that these data be viewed in the light of total populations of library communities, their Spanish-speaking populations, and overall library and collection sizes, all of which were variables existent in the sample of libraries selected.

In the libraries surveyed, a variety of ethnic groups were found to be reflected in collections, with the majority (92.86%) being comprised of Mexican representation, and lower numbers for Cuban, Latin American, Puerto Rican, and other representation. This was to be expected due to the fact that the libraries in this sample were situated in the Southwest and near the Mexican border, areas where immigrants may locate or where migrant workers seek employment. The majority (76.67%) of libraries, however, had less than 5% of their materials written or produced in Spanish, which again may be

viewed in several ways depending on the size of the library and its overall collection. A variety of formats were represented in Spanish language collections. All 30 libraries reported that their collections included books, a majority (70%) had magazines, and more than half had sound recordings (63.33%) and newspapers (53.33%), written or produced in Spanish. It is surprising that only one library reported having fotonovelas ("photo novels") in its collection, as they are very popular in Spanish cultures, and are also the most widely read format in Latin America. This may be because they do not fit the traditional criteria for quality English language materials (Lockwood et al. 1990).

Overall, it seems that materials in public libraries, to a degree, are reflecting the diverse needs of their Spanish-speaking communities in relevancy and language, and a variety of formats. However, almost three-fourths (70%) of libraries did not provide or make printed forms in Spanish available to their patrons. Only 30% of the libraries provided registration forms, overdue notices, and informational brochures in a bilingual or Spanish language format. This is a surprising finding since providing such printed forms is a method of promoting services, communicating with the Spanish-speaking community, and attracting nonusers in this sector. It would seem that this service is one which is within the realm of resources that all libraries are able to provide.

Almost half of the libraries reported that their Spanish collections were physically housed in separate collections

(47.67%), and almost as many had them both integrated and separated (43.33%). Separate collections enhance browsing, provide easier access to special collections, and are particularly useful in locating materials at various levels of reading sophistication (e.g., for English learners). When Spanish collection materials are not separated from the general collection, it is important to provide tools to access these materials bibliographically. Over half (56.67%) of the libraries displayed subject headings for Spanish collections (English, Spanish, or bilingual materials), in both English and Spanish, while somewhat less than half (43.33%) only provided them in English. A variety of identification aids were shown to be available in most (70%) of the libraries to assist in accessing the Spanish collection. Half (50%) of the libraries provided Spanish bibliography lists or Spanish bibliographical instruction sheets, while other types of aids included English bibliography lists and bibliographical instruction sheets, computerized aids, and signage. About one-third (30%) of the libraries, however, had no identification aids available for accessing Spanish collections. Almost one-half (46.67%) of the libraries had bilingual or Spanish signs displayed for their Spanish collections, but similarly, almost half (43.33%) did not display any Spanish or bilingual signage in their libraries. Therefore, it seems Spanish language materials are somewhat physically and bibliographically accessible in more than half of the libraries which responded to the survey.

The majority of libraries (73.33%) provided some type of programs or activities for their Spanish-speaking populations. Almost half (46.67%) of the libraries provided literacy classes. It should be noted, however, that these responses may reflect literacy classes which may be a service available to all patrons and not specifically Spanish-speaking groups. Other programs and activities such as English classes, exhibits, concerts of ethnic music, demonstrations of traditional arts, and storytimes were also provided by libraries. Over one-fourth (26.67%) of the libraries, however, did not provide any programs or activities for Spanish-speaking groups. Three-fourths (75.86%) of the libraries made efforts to attract nonusers in the Spanish-speaking community by using methods such as radio, TV, newspapers, community fliers, word of mouth, and contact with schools. About one-fourth (24.14%) did not engage in any activities to attract nonusers. Community fliers seemed to be used most often by libraries (41.38%). The majority of libraries (80%) did work with community organizations in the Spanish-speaking community to promote programs and services. Over one-half (53.33%) worked with civic organizations, while others worked with churches and day care organizations. Thus, the majority of libraries surveyed were found to be utilizing programming and outreach to attract and meet the needs of their Spanish-speaking communities.

Half of the libraries indicated that they engaged in promoting communication and cooperation among multiple

cultures in the community. In viewing the 50% that did not engage in such activities, it should be noted that although a variety of ethnic groups were represented in collections, many of the communities may be homogeneous ethnically, which was assumed at the outset of this study due to the geographical locations surveyed. For example, as noted earlier, the majority (92.86%) of the libraries had materials which represented Mexican culture. Therefore, the respondents who answered negatively to this question may not have had multiple cultures represented in their communities.

The study was not able to ascertain whether different cultures were considered in the development of programming or how the choice of language is selected for programming and services. As discussed in the Methods section, this was due to Question #12 being eliminated from the data analyses because 93.34% of the libraries either did not answer this question, or answered it incorrectly. It is surmised that respondents had difficulty with this question because it could have been more clearly stated with supporting examples to enhance comprehension. Choices for the language used for programming and services (English, Spanish, bilingual, or monolingual) as well as vocabulary, accent and nuance, should be carefully selected and chosen, and should be based on the characteristics of the local community (American Library Association 1988).

Not even one-fourth (23.33%) of the libraries had Spanish-speaking staff available for reference services all

hours the library is open, and an equal number (23.33%) did not have any Spanish-speaking staff available for reference services at all. About three-fourths (76.67%) of libraries had Spanish-speaking reference personnel available at least some of the time. Somewhat over one-third (36.67%) of the libraries had Spanish-speaking support staff available at service desks all hours the library is open, and some (13.33%) libraries did not have any such staff available at service desks at any time. The majority (86.67%) of libraries did have Spanish-speaking support staff available some of the time. While some of these figures may sound encouraging, it is important to note that if Spanish-speaking staff are not available at service desks at all times, equitable service for all patrons will not be provided, and may result in non-English speaking community members being apprehensive or dissuaded from using the library. As mentioned earlier, Robert Haro's (1970) findings were that Mexican-Americans preferred to use libraries where Spanish was spoken, and many in his study displayed a mistrust and misunderstanding concerning libraries. Again, the cities in which the libraries in this sample were located, had Hispanic populations of at least 9% or more, and many were considerably greater. It seems, therefore, that the amount of bilingual staff coverage at reference and service desks may be determined by individual libraries and their respective populations. Coverage at all times is the ideal, however, it may be difficult to rationalize such a service for the non-

majority.

Somewhat over one-half (69.56%) of the libraries' reference services which were provided in Spanish, were done so by staff who were professional librarians. However, a large number of libraries (68.97%) did not provide bibliographical instruction in Spanish, and this is consistent with the lack of available Spanish-speaking staff (both professional and non-professional) which provided reference services on a consistent basis in libraries.

Over three-fourths (86.21%) of the libraries said they conducted community needs assessments at varying intervals: every year (10.34%), every 2-3 years (13.79%), every 4-5 years (24.24%), and on other schedules, but some libraries (13.79%) did not conduct such assessments at all. As discussed, since many communities may include immigrants and migrant workers and therefore changing populations, there should be an ongoing process of community analysis and assessments to aid in the planning and delivery of library services to meet community needs.

Over three-fourths (83.33%) of the libraries reported that they engaged in Interlibrary Loan (and other means) as a method of resource sharing. Therefore, many libraries are utilizing cooperative efforts to share resources in order to serve their Spanish-speaking populations.

Almost three-fourths (72.41%) of the libraries said they made efforts to recruit either bilingual/bicultural professional (65.52%) or support staff (72.41%). It may be

seen that these efforts outweigh the actual number of Spanish-speaking staff which are available for reference and service desks on a consistent basis, as discussed earlier. One can surmise then, that libraries may experience difficulty in finding or hiring bilingual/bicultural applicants to fill both professional and support staff positions. Of the 22 libraries that did make efforts to recruit such staff, only one provided additional salary for these staff if jobs required the knowledge of Spanish. These findings may be due to the fact that the survey question addressed the "recruiting" of bilingual/bicultural staff and not the hiring of staff, and should be interpreted with caution.

Considerably over half (60.71%) of the libraries did not provide any development opportunities for their staff (professional or support) which would assist in the provision of services and programs for Spanish-speaking populations. Somewhat over one-third (39.29%) of the libraries provided either training in English as a second language, Spanish as a second language, or training in the acquisition of Spanish language materials. An interesting point to note is that about one-third (32.14%) of the libraries also provided training in the acquisition of Spanish language materials, as opposed to Spanish as a second language (7.14%). Thus, the acquisition of Spanish language materials would seem to be of greater importance to the libraries surveyed than the provision of Spanish language public services. Again, this is consistent with the lack of Spanish-speaking personnel found

at service desks on a consistent basis.

A little over half (56.67%) of the libraries displayed bilingual or Spanish signs for Spanish language collections, service desks, rest rooms, and outside buildings. Only one library (3.33%) displayed all of their signs in Spanish. Further, only about one-fourth (26.67%) of the libraries had decor which reflected cultures of the Spanish-speaking community, and the majority (73.33%) did not. Thus, the appearance of library buildings, only to a degree, may function as an attraction, rather than a barrier to members of the Hispanic/Latino community. It may be that decor and signage are not viewed as important as other services by libraries, in this time of limited resources. However, decor may be modified by choosing decorations and graphics to create an ambiance which may assist in attracting members of the Spanish-speaking community.

When relationships between variables were examined, it was found that when a greater percentage library budgets targeted for materials and services for Spanish-speaking populations was present, the greater was (1) the percentage library collections (English, Spanish, or bilingual) which were geared for Spanish-speaking groups, (2) the percentage of library materials written or produced in Spanish, (3) Spanish language newspapers in collections, (4) the provision of English classes for Spanish-speaking populations, (5) the provision of cultural exhibits, and (6) the presence of library decor which reflected the cultures of Spanish-speaking

communities.

It is logical to assume with a greater percentage of budget set aside to serve Spanish-speaking groups, that in general services and materials would increase. Why these particular services and materials were shown to increase with a greater budget allowance, is not clear. It seems that all libraries cannot provide all services in this age of resource conservation, therefore each library must determine which services, programs or materials are appropriate for its patrons based on the mission and goals of the institution and needs of its community.

When library collections which were geared for Spanish-speaking populations were greater, the percentage of library materials written or produced in Spanish tended to be greater. This would indicate that in collections for Spanish-speaking groups, most materials would be in the Spanish language as opposed to materials written or produced in English or in a bilingual format (e.g. books written in English about Spanish culture or literature).

In conclusion, it may be said that the libraries in this sample are providing services for the Spanish-speaking groups within their communities. The majority (70% or greater) of libraries were found to (1) have materials for both Spanish-speaking adults and children, (2) conduct community needs assessments, (3) have some type of identification aids available to assist in accessing Spanish collections, (4) provide programs or activities for Spanish-speaking groups,

5) use some method to attract nonusers in this sector, (6) work with community organizations within Spanish-speaking communities to promote programs and services, (7) engage in resource sharing to serve Spanish-speaking groups, (8) make efforts to recruit either professional or support bilingual/bicultural staff, and (9) provide some Spanish language reference coverage at least some portion of the time.

The greatest areas where libraries were found to be lacking were in (1) providing printed forms (e.g., registration, overdue notices, etc.) in a Spanish or bilingual format, (2) having bilingual reference and support staff available on a consistent basis, (3) providing additional salary for bilingual/bicultural staff whose jobs required knowledge of Spanish, (4) providing staff development opportunities which would assist in the provision of service to Spanish-speaking patrons, (5) providing bibliographical instruction in Spanish, and (6) having library decor which reflects the cultures of the Spanish-speaking communities.

CONCLUSIONS AND RECOMMENDATIONS

The provision of services, programs, and materials provided by libraries to their Spanish-speaking communities has been examined in this study. A limitation of the research design utilized, however, is that it did not allow the measurement of the extent these services are being provided relative to the Spanish-speaking populations within their communities. The majority of libraries were found to provide services, programs, and materials at some level, but some

libraries were providing more, and some were providing less. It would be expected that libraries serving denser Spanish-speaking populations would provide the most services.

Therefore, what may be useful in a future study, would be the development of a data collection instrument which would yield a composite score for each library, based on a point system for the level of services and programs provided; this would more adequately determine the level of services each library is providing. Such a figure could then be compared to Hispanic population numbers (taken from the U.S. Bureau of the Census) in library communities to develop a ratio, allowing a more quantitative measurement.

Further, some of the questions in this survey instrument which tapped quantitative variables such as percentages and numbers, had broad ranges, and these could have been more discrete in nature in order to yield more accurate data.

Although this study surveyed libraries in cities and towns with Hispanic populations of 9% or greater (based on 1990 U. S. census data), a more realistic figure might have been 15%-20%. As the Hispanic population in a community increases, so does the likelihood that library administration would decide that special services and materials are necessary to meet the needs of community members. It was assumed at the outset that at a Hispanic population of 9%, services would be provided; however, a greater percentage may have been a more reliable figure for this assumption to be made.

This study did not measure the attitudes of library directors to determine their views and feelings about the importance of providing services and materials to Spanish-speaking groups in general. This may be an important factor in explaining the presence, absence, or extent of services and materials found in their libraries. For instance, some libraries support the theory that since English is the dominant language within the United States, all library materials should be in English, or if there is a Spanish collection, its purpose should be for teaching Spanish-speaking persons about this country and the English language (Martin-Diáz and Yarmoski 1990).

Most importantly, however, a needs assessment instrument for both library users and nonusers in the Spanish-speaking community may be more appropriate for future study. Although needs assessments were done by the majority of libraries in this study, only 3 libraries conducted them on a yearly basis, and 4 did them every 2-3 years. As discussed, because of the likelihood of changing populations in these communities, frequent needs assessments--those addressing nonusers, as well as bilingual data collection methods, should be implemented. Salvador Guereña (1990a) discusses the importance of community analysis, systematic data collection, and documentation for the needs assessment of Spanish-speaking groups. An example of a bilingual needs assessment survey, "The Santa Barbara Public Library Questionnaire," may be found in the book Latino Librarianship (Guereña 1990b). This volume also addresses

reference service, collection development, literature, and archives for Spanish-speaking populations, as well as Latino databases and reference sources.

Libraries that wish to improve programs and services to their Spanish-speaking communities may consult Hispanic Services: A Practical Manual for the Public Librarian (Hispanic Services Committee 1990). Included in this volume are examples of bilingual informational brochures and registration forms, suggested Spanish language signage and spine labels, and a section explaining the importance and treatment of Hispanic surnames. Also indispensable to libraries seeking to meet the needs of Spanish-speaking populations are "Guidelines for Library Service to the Spanish-speaking" (Cuesta and Tarin 1978), and "Guidelines for Library Services to Hispanics (American Library Association 1988).

It is important to bear in mind that overall, few members of Hispanic populations use the library (Lockwood 1990), which means that outreach efforts to attract nonusers in the community are also as crucial as community needs assessments. Public libraries must keep aware of rapidly changing demographics, and that the Spanish-speaking as a group are expected to become the largest minority population in this country. As Martin-Diaz and Yarmoski (1990) point out, providing library services and collections for Hispanic residents should not be a supplemental service, but part of the "...natural function of any library serving a

multicultural community. A public library's basic responsibility to provide service to all area residents implies that efforts will be made to reach patrons of all educational levels, interests, nationalities, and language abilities."

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APPENDIX A

SURVEY INSTRUMENT

SURVEY OF PUBLIC LIBRARY SERVICES

1-2/

Please answer each question by circling tne number (or numbers) to the right of the response which comes closest to your answer. If none of the printed answers corresponds to your response, please write your answer in the space provided. Disregard the numbers in the right margin; these will simplify statistical analysis of the responses.

1. Does your library provide materials (English, Spanish, or bilingual) for Spanish speaking adults and children? Circle all that apply.

Not applicable	1	3/
Adult materials	2	4/
Juvenile materials	3	5/

2. What approximate percentage of the library's collection (English, Spanish, bilingual) is geared for Spanish speaking groups?

Less than 5%	1
6%-25%	2
26%-49%	3
About half	4
Over 50%	5

6/

3. What approximate percentage of the library's materials are written or produced in Spanish?

Less than 5%	1
6%-25%	2
26%-49%	3
About half	4
Over 50%	5

7/

4. What formats are represented in the library's Spanish language collection? Circle all that apply.

Not applicable	1	8/
Books	2	9/
Newspapers	3	10/
Magazines	4	11/
Sound Recordings	5	12/
Video Recordings	6	13/
Other (specify)	9	14/

_____

5. Which ethnic groups are represented in the Spanish collection (English, Spanish, or bilingual materials)? Circle all that apply.

Not applicable (explain)	1	15/
Cuban	2	16/
Latin American	3	17/
Mexican	4	18/
Puerto Rican	5	19/
Spanish (European)	6	20/
Other (specify)	9	21/

_____

6. How often does the library conduct community needs assessments?

Not applicable	1
Every year	2
Less often (specify)	3

22/

_____

7. What approximate percentage of the library's budget is targeted for materials and services for the Spanish speaking population?

Less than 5%	1
6%-25%	2
26%-49%	3
About half	4
Over 50%	5

23/

_____

8. How is the Spanish collection physically housed in the library?

Not applicable..... 1
It's a separate collection..... 2
It's integrated into the whole collection.... 3
Both separate and integrated..... 4
Other (specify)..... 9

24/

9. How are subject headings for the Spanish collection (English, Spanish, or bilingual materials) displayed in the catalog?

Not applicable..... 1
English..... 2
Spanish..... 3
Both English and Spanish..... 4
Other (specify)..... 9

25/

10. What types of identification aids are available in the library to assist in accessing the Spanish collection? Circle all that apply.

Not applicable..... 1 26/
English bibliography lists..... 2 27/
Spanish bibliography lists..... 3 28/
English bibliographical instruction sheets... 4 29/
Spanish bibliographical instruction sheets... 5 30/
Other (specify)..... 9 31/

11. What kinds of programs or activities does the library provide for its Spanish speaking population? Circle all that apply.

Not applicable..... 1--skip to #13 32/
English classes 2 33/
Literacy classes..... 3 34/
Exhibitions..... 4 35/
Concerts of ethnic music..... 5 36/
Demonstrations of traditional arts... 6 37/
Other (specify)..... 9 38/

12. How is the language used for programming determined (i.e., English, Spanish, bilingual, monolingual)?

_____

_____

13. How does the library attract nonusers in the Spanish speaking community? Circle all that apply.

Not applicable	1	39/
Radio	2	40/
TV	3	41/
Newspapers	4	42/
Community fliers	5	43/
Other (specify)	9	44/

_____

14. With which community organizations within the Spanish speaking community does the library work to promote programs and services? Circle all that apply.

Not applicable	1	45/
Churches	2	46/
Schools	3	47/
Civic organizations	4	48/
Day Care organizations	5	49/
Other (specify)	9	50/

_____

15. Does the library engage in promoting communication or cooperation among multiple cultures in the community?

Not applicable	1
Yes (please describe)	2

_____

_____ 51/

16. How does the library engage in resource sharing to serve Spanish speaking groups?

Not applicable	1
Interlibrary loan	2
Other (specify)	9

_____ 52/

17. Does the library recruit bilingual/bicultural staff to provide services to Spanish speaking patrons? Circle all that apply.

Not applicable.....	1--skip to #19	53/
Recruits professional staff.....	2	54/
Recruits support staff.....	3	55/

_____

18. Do these staff receive additional salary if their jobs require knowledge of Spanish?

Yes.....	1	
No.....	2	

_____ 56/

19. Does the library provide development opportunities to assist staff in the provision of services to Spanish speaking patrons? Circle all that apply.

Not applicable.....	1	57/
Training in English as a second language...	2	58/
Training in citizenship requirements.....	3	59/
Training in the acquisition of Spanish language materials.....	4	60/
Other (specify).....	9	61/

_____

20. How often are Spanish speaking staff available for reference services at the library?

Not applicable.....	1--skip to 22
All hours the library is open.....	2
Other (specify).....	9

_____ 62/

21. Are the staff who provide reference services in Spanish professional librarians?

Yes.....	1
No.....	2

_____ 63/

22. How often is bibliographic instruction (BI) available in Spanish?

Not applicable..... 1
Every time a BI session is held..... 2
Other (specify)..... 9

_____ 64/

23. How often are Spanish speaking support staff available at service desks at the library?

Not applicable..... 1
All hours the library is open..... 2
Other (specify)..... 9

_____ 65/

24. What kinds of bilingual or Spanish signs are displayed by the library? Circle all that apply.

Not applicable..... 1 66/
For service desks..... 2 67/
For the Spanish language collection.... 3 68/
For the rest rooms..... 4 69/
Outside of the library building..... 5 70/
All signs are bilingual..... 6 71/
Other (specify)..... 9 72/

_____

25. Are registration forms, overdue notices, or other forms utilized by the library available in Spanish? Circle all that apply.

Not applicable..... 1 73/
Registration forms..... 2 74/
Overdue notices..... 3 75/
Other (specify)..... 9 76/

_____

26. Does the library decor in any way reflect cultures of the Spanish speaking community?

Not applicable..... 1
Yes (please describe)..... 2

_____ 77/

Thank you for completing this survey!

Please return to:
Public Library Survey
P.O. Box 3113
Glen Ellyn, IL 60138

APPENDIX B

INTRODUCTORY LETTER

Public Library Survey
P.O. Box 3113
Glen Ellyn, IL 60138
708-627-2630

July 5, 1993

1~
2~
3~
4~
5~

Dear 6~:

As a graduate student in the Library and Information Studies program at Northern Illinois University, I am seeking your help in completing the enclosed questionnaire. As part of my Master's research study, I'm conducting a survey of selected public libraries to assess the extent and types of services available for Spanish speaking community members.

Your library was chosen as a part of a selective sample in the four corners region based on census population information, and your participation is voluntary. The questionnaire contains an identification number which will be used for follow up purposes only. All responses will be treated confidentially and will not be traceable to an individual library or respondent once the survey process is completed.

Your cooperation will greatly assist this research effort. Please return the completed questionnaire in the preaddressed stamped envelope by July 22, 1993.

Thank you for your help.

Sincerely,

Josie Fania

enclosures

APPENDIX C

FOLLOW-UP LETTER

Public Library Survey
P.O. Box 3113
Glen Ellyn, IL 60138
708-627-2630

August 2, 1993

1~
2~
3~
4~
5~

Dear 6~:

Several weeks ago a questionnaire was mailed to you to obtain information on the types of materials and services which your library may provide to Spanish speaking members of the community. I have not yet received a survey from your library, and in order that the results of this study be representative of those selected, I am again seeking your cooperation in completing the questionnaire.

The study is being conducted as part of a research project in fulfillment of my Master's degree in Library and Information Studies at Northern Illinois University. Your library was chosen as part of a sample in the four corners states based on census population information. Your participation is voluntary, and all responses will be kept confidential.

I have enclosed a replacement copy, in the event the original has been misplaced. Your assistance will greatly enhance the success of this research effort. Please return the completed questionnaire in the stamped self-addressed envelope by August 18, 1993.

Thank you for your help!

Sincerely,

Josie Fania

enclosures

APPENDIX D

SUMMARY OF QUESTIONAIRE RESPONSES

SUMMARY OF QUESTIONNAIRE RESPONSES

All percentages derived from 30 responses unless otherwise indicated. (%=percentage of respondents; n=# of respondents)

1. Does your library provide materials (English, Spanish, or bilingual) for Spanish-speaking adults and children?

Adult Materials	100%	n=30
Juvenile Materials	100%	n=30

2. What approximate percentage of the library's collection (English, Spanish, bilingual) is geared for Spanish-speaking groups?

Less than 5%	63.33%	n=19
6% - 25%	36.67%	n=11

3. What approximate percentage of the library's materials are written or produced in Spanish?

Less than 5%	76.67%	n=23
6% - 25%	20.00%	n= 6
Over 50%	3.33%	n= 1

4. What formats are represented in the library's Spanish language collection?

Books	100%	n=30
Newspapers	53.33%	n=16
Magazines	70.00%	n=21
Sound Recordings	63.33%	n=19
Video Recordings	43.33%	n=13
Other	10.00%	n= 3

5. Which ethnic groups are represented in the Spanish collection (English, Spanish, or bilingual materials)? (of 28 responses)

Not applicable	3.85%	n= 1
Cuban	28.57%	n= 8
Latin American	60.71%	n=17
Mexican	92.86%	n=26
Puerto Rican	28.57%	n= 8
Spanish (European)	60.71%	n=17
Other	7.14%	n= 2
Nonresponses		n= 2

6. How often does the library conduct community needs assessments? (of 29 responses)

Not applicable	13.79%	n= 4
Every year	10.34%	n= 3
Every 2 - 3 years	13.79%	n= 4
Every 4 - 5 years	24.14%	n= 7
Other	37.93%	n=11
Nonresponses		n= 1

7. What approximate percentage of the library's budget is targeted for materials and services for the Spanish-speaking population?

Less than 5%	83.33%	n=25
6% - 25%	16.67%	n= 5

8. How is the Spanish collection physically housed in the library?

Separate collection	46.67%	n=14
Integrated into whole collection	10.00%	n= 3
Both separate and integrated	43.33%	n=13

9. How are subject headings for the Spanish collection (English, Spanish, or bilingual materials) displayed in the catalog?

English	43.33%	n=13
Both English and Spanish	56.67%	n=17

10. What types of identification aids are available in the library to assist in accessing the Spanish collection?

Not applicable	30.00%	n= 9
English bibliography lists	33.33%	n=10
Spanish bibliography lists	40.00%	n=12
English bibliographical instruction sheets	10.00%	n= 3
Spanish bibliographical instruction sheets	10.00%	n= 3
Other	36.67%	n=11
-Computerized aids	16.67%	n= 5
-Signage	13.33%	n= 4

11. What kinds of programs or activities does the library provide for its Spanish-speaking population?

Not applicable	26.67%	n= 8
English Classes	13.33%	n= 4
Literacy Classes	46.67%	n=14
Exhibitions	23.33%	n= 7
Concerts of ethnic music	10.00%	n= 3
Demonstrations of traditional arts	13.33%	n= 4
Other	30.00%	n= 9
-Storytimes	23.33%	n= 7

12. Open-ended question not utilized; see Methods section.

13. How does the library attract nonusers in the Spanish-speaking community? (of 29 responses)

Not applicable	24.14%	n= 7
Radio	27.59%	n= 8
TV	6.90%	n= 2
Newspapers	31.03%	n= 9
Community fliers	41.38%	n=12
Other	27.59%	n= 8
-Word of mouth	10.34%	n= 3
-Contact with schools	6.90%	n= 2
Nonresponses		n= 1

14. With which community organizations within the Spanish-speaking community does the library work to promote programs and services?

Not applicable	20.00%	n= 6
Churches	20.00%	n= 6
Schools	60.00%	n=18
Civic organizations	53.33%	n=16
Day Care organizations	26.67%	n= 8
Other	23.33%	n= 7

15. Does the library engage in promoting communication or cooperation among multiple cultures in the community?

Not applicable	50.00%	n=15
Yes	50.00%	n=15

16. How does the library engage in resource sharing to serve Spanish-speaking groups?

Not applicable	16.67%	n= 5
Interlibrary loan	83.33%	n=25

17. Does the library recruit bilingual/bicultural staff to provide services to Spanish-speaking patrons? (of 29 responses)

Not applicable (skip to #19)	27.59%	n= 8
Recruits professional staff	65.52%	n=19
Recruits support staff	72.41%	n=21

18. Do these staff receive additional salary if their jobs require knowledge of Spanish? (of 22 libraries)

Yes	4.55%	n= 1
No	95.45%	n=21

19. Does the library provide development opportunities to assist staff in the provision of services to Spanish-speaking patrons? (of 28 responses)

Not applicable	60.71%	n=17
Training in English as a second language	3.57%	n= 1
Training in citizenship requirements	0.00%	n=28
Training in acquisition of Spanish language material	32.14%	n= 9
Other	10.71%	n= 3
-Spanish as a 2nd language	7.14%	n= 2
Nonresponses		n= 2

20. How often are Spanish-speaking staff available for reference services at the library?

Not applicable (skip to #22)	23.33%	n= 7
All hours library open	23.33%	n= 7
Some of the time	3.33%	n= 1
Most of the time	16.67%	n= 5
Varies	26.67%	n= 8
Other	6.67%	n= 2

21. Are the staff who provide reference services in Spanish professional librarians? (of 23 libraries)

Yes	69.56%	n=16
No	30.43%	n= 7

22. How often is bibliographic instruction (BI) available in Spanish? (of 29 responses)

Not applicable	68.97%	n=20
Every time a BI session is held	3.45%	n= 1
As needed	20.69%	n= 6
Other	6.90%	n= 2
Nonresponses		n= 1

23. How often are Spanish-speaking support staff available at service desks at the library?

Not Applicable	13.33%	n= 4
All hours library open	36.67%	n=11
Some of the time	3.33%	n= 1
Most of the time	6.67%	n= 2
Varies	36.67%	n=11
Other	3.33%	n= 1

24. What kinds of bilingual or Spanish signs are displayed by the library?

Not applicable	43.33%	n=13
For service desks	10.00%	n= 3
For the Spanish language collection	46.67%	n=14
For the rest rooms	6.67%	n= 2
Outside of the library building	3.33%	n= 1
All signs are bilingual	3.33%	n= 1
Other	6.67%	n= 2

25. Are registration forms, overdue notices, or other forms utilized by the library available in Spanish?

Not applicable	70.00%	n=21
Registration forms	26.67%	n= 8
Overdue notices	10.00%	n= 3
Other	13.33%	n= 4

26. Does the library decor in any way reflect cultures of the Spanish-speaking community?

Not applicable	73.33%	n=22
Yes	26.67%	n= 8